

THE UNIVERSITY OF TOLEDO  
COLLEGE OF NURSING

**Course Number**

NURS5220 (Section 004, CRN 26198)

**Course Name**

Healthcare Mission Antigua

**Course Credit and Contact Hours:**

3 Credit Hours

90 contact hours preparation, direct care, research and presentation

**Faculty**

Susan Batten RN PhD CNS

Course Coordinator

Office: Collier 4326

Office Hours: by appointment

Office Phone: 419-383-5861

Email: [susan.batten@utoledo.edu](mailto:susan.batten@utoledo.edu)

Course Website: Blackboard Learn

Clinical Location: Antigua, Guatemala

**Semester Offered**

Spring 2023

**Prerequisites:**

- NURS 5910 with a minimum grade of B
- The Capstone Seminar is limited to the Master Student's final three semesters.
- The Capstone project is designed to be a culmination of the student's graduate work.
- Enrollment by permission of course faculty. Course faculty reserves the right to require specific prerequisites per the course content.

**Course / Catalog Description**

Capstone projects are culminating experiences completed at the end of a plan of study. They are designed to encourage students to think critically, solve challenging problems, and develop skills such as oral communication, public speaking, research skills, media literacy, teamwork, planning, self-sufficiency, or goal setting.

**Student Learning Outcomes**

1. Apply knowledge learned throughout a program course of study in a comprehensive manner that demonstrates mastery and application
2. Communicate culminating project either through a manuscript submission or scholarly presentation on a local, regional, or national level

**Course Objectives**

1. Synthesize theory and research based knowledge related to delivery of primary care
2. Utilize effective interprofessional healthcare team integration and communication during mission trip
3. Apply professional nursing skills to patients and families in unserved and underserved communities

**Content Outline:**

1. Integration of evidence based practice into patient care for nontraditional setting outside the US
3. Common health concerns and tropical diseases in host county
3. Fostering application of wellness strategies by remote village health promoters
4. Evaluating patient outcomes and student learning experience

**Teaching/Learning Strategies:**

Supervised patient services in small towns near Antigua, Guatemala  
Interprofessional healthcare team collaboration and problem solving  
Hands on preparation of medications and other supplies  
Literature review on assigned topics  
Discussion and critique

**Evaluation Strategies**

- |   |     |
|---|-----|
| 1. Contribution to logistics (supply preparation, packing, transport)           | 15% |
| 2. Tropical medicine topic presentation on assigned topic                       | 5%  |
| 3. Health promoter teaching on assigned topic and training during care delivery | 5%  |
| 4. Contribution to ongoing research and presentation                            | 5%  |
| 5. Professional engagement with patients, families, team and faculty            | 70% |

**Grading Policy:**

1. Successful completion of the course requires overall grade of "Satisfactory"
2. Full engagement with faculty and peers in meeting course responsibilities

**Grading Scale:**

Satisfactory/Unsatisfactory

**Required Reading:**

To be determined in consultation with faculty, peers and interprofessional partners

**Assessment of Student Outcomes**

1. Students have opportunity to discuss patient care and interprofessional healthcare team interactions with faculty during and after the mission trip
2. Students with less than satisfactory performance are identified, provided written notice of performance and actions necessary to improve and pass the course. Referrals are made to SARP, CNL Program Director and Associate Dean of Academic Affairs

**Professional conduct**

1. Student must be enrolled at The University of Toledo College of Nursing during Spring 2023.
2. Student must abide by professional nursing standards of practice (ANA, NSNA, OBN) and UT CON Graduate Student Handbook policies.
3. Pre-licensure students who provide interventions outside their scope of practice (joint injections, etc) will earn a grade of unsatisfactory for the course.
4. Students who leave the hotel compound without talking with faculty before departure will earn a grade of unsatisfactory for the course.

**Before deciding to participate in mission trip**

1. Meet with course faculty to discuss and confirm interest.
2. Submit a resume that includes service activities and one page letter expressing why you want to participate in a medical mission. The Chief Medical Officer makes final team member selection based on the documents.
3. Create a student volunteer account at UT Community Care Clinic as a NP or GEM student.
4. Register and participate on CCC interprofessional teams at least eight times during summer and fall semester. CedarCreek is offered on Thursday evening. Labre is a Southside and Eastside street clinic on Monday evening. Migrant Camp clinics are on Tuesday evenings in August.

**Before registration in Banner**

1. Sign the Graduate Research Advisory (GRAD) Committee Approval & Assurances Form and return to faculty. Faculty generate the form once CMO makes decisions on participation.
2. Student submits completed Graduate Research Advisory (GRAD) Committee Approval & Assurances Form to the graduate advisor.
3. Graduate advisor creates a permit for course registration and notifies student that permit has been

placed; then student registers via Banner.

### **Before semester starts**

1. Check CISP and COGS websites to determine scholarship and funding opportunities
2. Submit CISP and COGS applications for funding

### **During semester**

1. Continue volunteer IPE service with UT CCC at CedarCreek or Labre.
2. Complete CISP form; submit to CISP and provide a print copy to faculty the eighth week of semester.
3. Submit a copy of all nursing degree diplomas to faculty if you are an RN. The documents are provided to mission host (and country if required) to validate professional preparation for practice.
4. Faculty obtains and submits a copy of your active nursing licenses as part of validation.

### **Before mission travel**

1. Obtain and document immunizations. Obtain prophylaxis medications
2. Complete CISP online registration and tracking documentation prior to departure
3. Complete Global Health documentation
4. Purchase travel insurance (see team letter, CISP and Global Health websites).
5. Register travel online with US State Department.
6. Provide faculty with copy of emergency contact information

### **Student Expenses**

The student is responsible for all personal travel expenses and documents required for the mission trip. Individual financial responsibility varies person-to-person, based on current immunization status, location of healthcare mission experience, transportation costs, and team housing and meal resources. Graduate students may apply for CISP scholarships; access <http://www.utoledo.edu/cisp/> for details, application and deadlines. This is a projection; actual expenses may be higher for travel and accommodations.

Immunizations (Hepatitis A, typhoid)	\$200
Prophylaxis (malaria, dysentery, scabies, lice)	\$75
Roundtrip airfare (Detroit: Guatemala)	\$800
Local transportation, lodging, food (Antigua)	\$400
Supplies (scopes, tips, hand sanitizer, etc)	\$30
Passport	\$130
Scrub attire (five days)	\$100
Travel insurance that includes emergency medical transport	\$50-100

### **Required Immunizations and Medications**

Specific pharmacotherapies vary with region of world and current status of your immunizations. Access current CDC recommendations for region of travel and consult the US Department of State website for additional information. Rabies and yellow fever immunization may not be required for this country.

### **Immunizations**

Positive Hepatitis B surface antibody (after 0d-1m-5m immunization series)  
Hepatitis A Vaccine 1ml adult dose (2 weeks before travel and booster at six months)  
Oral Typhoid vaccine (Vivotif Berna) (one package as directed; good for five years) OR  
Typhim VI 0.5 ml adult dose (two weeks before travel; good for two years)  
Inactivated polio vaccine /IPV 0.5 ml IM (One adult dose)  
Tetanus-diphtheria booster. 0.5 ml IM adult dose  
COVID vaccination and boosters required.  
Rabies vaccine 0.1 ml intradermal (day 1,7, and 21 or 28) if high risk area or with animals  
Meningococcal vaccine. 0.5 ml SC. if required by host country  
Yellow fever vaccine. MUST have International certificate and stamp if required by host country

### **Prophylaxis**

chloroquine (Aralen) 500mg. (one PO, 1-2 weeks before trip, then same day for 4 weeks) OR  
mefloquine (Lariam) 250 mg. (one PO, start 2 weeks before trip, then same day 4 weeks) OR  
atovoquine-proguanil (Malarone) (one PO, 1-2d before trip and daily during trip plus 7 days after) OR  
doxycycline 100 mg, (one PO daily, start 1-2 days prior to trip plus daily for 4 weeks after)  
ciprofloxacin (Cipro) 500 mg, p.o., bid, (severe traveler's diarrhea x 5-7 days)  
permethrin (Elimite) 5% (topical for scabies) AND  
piperonyl butoxide 4% (RID) (shampoo for head lice) OR  
ivermectin (Stromectol) 200 mcg/kg (day of departure with a second dose 14 days later)  
DEET (spray pump for insect repellent; aerosol cans prohibited by airlines)  
Sunscreen

### **Required Technologies**

Ophthalmoscope and otoscope; stethoscope and penlight

### **Individual Attributes**

1. Students must demonstrate ability to walk significant distances, move containers weighing thirty to fifty pounds, stand for long periods of time, and tolerate weather extremes.
2. Skill in physical assessment and nursing interventions required.
3. Willingness to engage with patients and families of other cultures is expected.
4. Experience with other healthcare professionals is valued.

### **Student Experiences**

1. Collecting needed supplies based on type of mission (primary care, surgical, health education, etc)
2. Assembling materials for transport (meet customs and safety standards; system for tracking loss)
3. Understanding importance of required immunizations and options to obtain vaccines
4. Developing and delivering a presentation to team on prevalent health needs in the service region
5. Transporting providers and materials to remote sites (logistics, financing costs, time management)
6. Setting up a clinic at remote sites (outside or in basic shelters, unsafe and limited water supply)
7. Managing patient surge and providing efficient service (interprofessional licensed with students)
8. Documenting care without sophisticated support systems (paper-pencil, very basic one page record)
9. Teaching patients and families how to use medications and do treatments (mediated by a translator)
10. Providing healthcare teaching on a focused topic to village health promoters
11. Recognizing the complexity of local health needs and illness associated with environment (that can and cannot be remediated)
12. Creating and maintaining support with all team members, regardless of status
13. Sharing expertise to increase knowledge and skills, and to enrich attitude about underserved populations and pathways of living

### **Travel Arrangements**

1. Planned departure is early January. Mission is one week and usually return to Toledo on Sunday.
2. Team members carpool to airport (Detroit). Individuals residing near the airport usually go directly to the airport, then connect with the team to unload and move supply bags to the airlines service desk.
3. Airline tickets are purchased through Azteca Travel at aztecatol@yahoo.com. Maria Gonzalez (3831 Glendale Avenue, Toledo, OH 43614 Cell 419-215-4305) will need your birthdate, birth country, passport number and expiration date.
4. Wait for the Chief Medical Officer notification before contacting Ms. Gonzalez. If you are told to purchase tickets directly from the designated airline, flight information is provided by email (tight timeline to avoid escalating fares).
5. It is extremely important that all members be together for arrival in Honduras. There is only one bus for transport to the regional host location in La Esperanza. Missing the bus means individual responsibility for cost of travel to the mission home base.
6. Accommodations at the host site are shared rooms. Breakfast and dinner are eaten at the hotel, peanut butter and cheese sandwiches are prepared and packed for lunch. If you have special dietary needs, bring what you need along with some snacks to eat while at the remote sites.

7. The Chief Medical Officer team letter will provide details about attire and other general information.

### **Safety Precautions**

1. Register with US Department of State at least two weeks prior to trip. <http://www.state.gov/travel/>
2. File emergency contact information with CISP, CON and faculty member
3. Completion of all required immunizations prior to trip and personal supply of prophylaxis drugs
4. Other requirements as determined prior to trip

### **Emergency Procedure for Students**

1. If a student becomes ill during a mission trip, the onsite medical team will provide immediate care. If medical needs warrant further assessment and intervention, the student is transferred to the nearest healthcare facility with emergency services. If the medical condition warrants transport to the US, faculty help facilitate transfer services.
2. Faculty notifies the family and university in a timely manner without violating a student's HIPPA and FERPA rights. The student provides consent and contact information on the CISP form. A copy of the form is retained in the College of Nursing and is carried onsite by faculty.
3. The student is responsible for all medical expenses and is required to obtain travel insurance that includes medical evacuation coverage prior to departure.

### **Student Support Services**

1. Center International Study Programs: [CISP@utoledo.edu](mailto:CISP@utoledo.edu) or 419-530-5268
2. Global Health Program: <http://www.utoledo.edu/cisp/globalhealth/GHindex.html> or 419.530.2549
3. Student Health Services: <https://www.utoledo.edu/healthservices/hsc/> or 419-383-3777
4. Academic Enrichment Center: <https://www.utoledo.edu/med/depts/aec/> or 419-383-6118
5. Counseling Center: <https://www.utoledo.edu/studentaffairs/counseling/> or 419.530.2426
6. CON Graduate Advisor: [david.lymanstall@utoledo.edu](mailto:david.lymanstall@utoledo.edu) or 419-383-5841
7. CON Student Services: <https://www.utoledo.edu/nursing/studentservices.html> or 419-383-5810

### **General Notice**

Faculty reserve the right to change course requirements in exceptional circumstances with fair notice to all students.

## **University Policies**

### **Academic Policies**

1. Please click here for [Graduate Academic Policies](#)
2. For policies specific to your College program please consult the College of Graduate Nursing Student Handbook. <https://www.utoledo.edu/nursing/current-students.html>

### **Attendance Policy**

Please be aware that the university has implemented an attendance policy, which requires faculty to verify student participation in every class a student is registered at the start of each new semester/course. If you have not attended/participated in class (completed any course activities or assignments) within this period, I am required by federal law to report you as having not attended class. This date varies by the part of term, in which your course started, these dates can be found here: [Student Participation Tracker \(Classroom Attendance Policy\) POT and Census Dates](#). Unfortunately, not attending/participating in class impacts your eligibility to receive financial aid, so it is VERY important that you attend class and complete course work early. Please contact me as soon as possible to discuss options and/or possible accommodations if you have any difficulty completing assignments.

### **Policy Statement on Non-Discrimination on the Basis of Disability (ADA)\***

The University is an equal opportunity educational institution. Please read [The University's Policy Statement on Nondiscrimination on the Basis of Disability – Americans with Disabilities Act Compliance](#).

### **Academic Accommodations\***

The University of Toledo embraces the inclusion of students with disabilities. We are committed to

ensuring equal opportunity and seamless access for full participation in all courses. For students who have an Accommodations Memo from the Office of Accessibility and Disability Resources, I invite you to correspond with me as soon as possible so that we can communicate confidentially about implementing accommodations in this course.

For students who have not established accommodations with the Office of Accessibility and Disability Resources and are experiencing disability access barriers or are interested in a referral to health care resources for a potential disability, please connect with the office by calling 419.530.4981 or sending an email to [StudentDisability@utoledo.edu](mailto:StudentDisability@utoledo.edu).

### **Academic and Support Services**

Please view the [Learner Support](#) page for links and descriptions of the technical, academic, and student support services available to UT students.

### **Safety and Health for UT Students**

Please use the following link to view a comprehensive list of [Campus Health and Safety Services](#) available to you as a student and click here for information on the [Office of Public Safety](#).

### **Inclusive Classroom Statement**

(Insert the following statement. Please refer to the online syllabus guidelines for more guidance/details.)

In this class, we will work together to develop a learning community that is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, gender identity/expression, socioeconomic background, and a myriad of other social identities and life experiences. We will encourage and appreciate expressions of different ideas, opinions, and beliefs so that conversations and interactions that could potentially be divisive turn, instead, into opportunities for intellectual and personal development.

## **COVID-19 GUIDELINES FOR ON CAMPUS CLASSES (PER UT PROVOST OFFICE)**

Maintaining a safe campus during the ongoing COVID-19 pandemic remains a top priority. UToledo continues to follow the guidance of the U.S. Centers for Disease Control and Prevention and Ohio Department of Health to keep our campus safe.

### **Attendance**

The University of Toledo has a missed class policy. It is important that students and instructors discuss attendance requirements for the course. Anyone with a temperature at or above 100.0 degrees Fahrenheit or who is experiencing symptoms consistent with COVID-19 should not come to campus and should contact their primary care physician or the Main Campus Health Center at 419.530.3451 or Health Science Campus Student Health and Wellness Center at 419.383.5000. For more information on the symptoms of COVID-19, please go to <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

COVID-19 testing for sick students is available on both Main Campus and Health Science Campus. Call 419.383.4545 for an appointment. Absences due to COVID-19 quarantine or isolation requirements **are** considered excused absences. Students should notify their instructors and follow the protocols summarized in this document on [Navigating COVID-Related Course Concerns](#).

In the event that you have tested positive for COVID-19 or have been diagnosed as a probable case, please review the [CDC guidance](#) on self-isolation and symptom monitoring, and report the disclosure to the Division of Student Affairs by emailing [StudentAffairs@utoledo.edu](mailto:StudentAffairs@utoledo.edu) or by connecting with their on-call representative at 419.343.9946. Disclosure is voluntary and will only be shared on a need to know basis with staff such as in the Office of Student Advocacy and Support, The Office of Residence Life, and/or the Office of Accessibility and Disability Resources to coordinate supportive measures and meet contact tracing requirements.

### **Face Coverings**

Face coverings are currently not required while on campus but students should feel free to wear them.

## **Vaccination**

In September 2021 the University announced that the COVID-19 vaccine is a requirement for all students, faculty, and staff at the University, including UTMC and UTP. In addition, the Centers for Medicare & Medicaid Services (CMS) issued an emergency regulation requiring clinical agencies to provide proof that all staff, facility employees, licensed practitioners, students, trainees, and volunteers are “fully vaccinated” for COVID-19.

The University’s COVID-19 vaccination policy allows for exemptions from the vaccine requirement for medical reasons or for strongly held religious /philosophical beliefs. The exemption can be accessed through the University vaccine registry. However, it is important for you to know that clinical placement sites for our students are not obligated to accept the University exemptions and may refuse to do so. This means that the University and its programs may not be able to arrange clinical placements for students who are not vaccinated, even if the university has exempted them from its vaccination requirement. This could have an impact on your clinical learning and could delay or prevent you from completing your program or entering your intended profession. We will endeavor to work with students with exemptions to facilitate clinical placements, but we cannot guarantee that we will succeed.

Vaccines are available on Main Campus at the University Health Center or Main Campus Pharmacy and on Health Science Campus in the outpatient pharmacy in the UTMC Medical Pavilion. No appointment is needed to get the shot at the UTMC Outpatient Pharmacy, University Health Clinic or Main Campus Pharmacy. Once you receive the COVID vaccination, please register on the COVID Vaccine Registry site at: <https://utvaccinereg.utoledo.edu/>.

## **Special Notes**

It’s important to note, that based on the unpredictability of the COVID-19 virus, things can change at any time. So please be patient and understanding as we move through the semester. Please refer to <https://www.utoledo.edu/coronavirus/> on a regular basis for updates to current requirements or mandates. I also ask that you keep me informed of concerns you may have about class, completing course work/assignments timely and/or health concerns related to COVID.

V5-16-22

## **Why Participate in a Global Healthcare Experience?**

THE ESSENTIALS: CORE COMPETENCIES FOR PROFESSIONAL NURSING EDUCATION (AACN, 2022)

Domain 3: Population Health Descriptor:

Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes. (Kindig & Stoddart, 2003; Kindig, 2007; Swartout & Bishop, 2017; CDC, 2020).

Contextual Statement: A population is a discrete group that the nurse and others care for across settings at local, regional, national, and global levels. Population health spans the healthcare delivery continuum, including public health, acute care, ambulatory care, and longterm care. Population health also encompasses collaborative activities among stakeholders – all relevant individuals and organizations involved in care, including patients and communities themselves - for the improvement of a population’s health status. The purpose of these collaborative activities, including development of interventions and policies, is to strive towards health equity and improved health for all. Diversity, equity, inclusion, and ethics must be emphasized and valued. Accountability for outcomes is shared by all, since outcomes arise from multiple factors that influence the health of a defined group. Population health includes population management through systems thinking, including health promotion and illness prevention, to achieve population health goals (Storfjell, Wehtle, Winslow, & Saunders, 2017). Nurses play a critical role

in advocating for, developing, and implementing policies that impact population health globally and locally. In addition, nurses respond to crises and provide care during emergencies, disasters, epidemics, or pandemics. They play an essential role in system preparedness and ethical response initiatives. Although each type of public health emergency will likely require a unique set of competencies, preparedness for responding begins with a population health perspective and a particular focus on surveillance, prevention, and containment of factors contributing to the emergency.

#### Domain 6: Interprofessional Partnerships Descriptor:

Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

Contextual Statement: Professional partnerships that include interprofessional, intraprofessional, and paraprofessional partnerships, build on a consistent demonstration of core professional values (altruism, excellence, caring, ethics, respect, communication, and shared accountability) in the provision of team-based, person-centered care. Nursing knowledge and expertise uniquely contributes to the intentional work within teams and in concert with patient, family, and community preferences and goals.

Interprofessional partnerships require a coordinated, integrated, and collaborative implementation of the unique knowledge, beliefs, and skills of the full team for the end purpose of optimized care delivery.

Effective collaboration requires an understanding of team dynamics and an ability to work effectively in care-oriented teams. Leadership of the team varies depending on needs of the individual, community, population, and context of care.

#### Social Determinants of Health

Determinants of health, a broader term, include personal, social, economic, and environmental factors that impact health. Social determinants of health, a primary component of determinants of health “are the conditions in the environment where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality of life outcomes and risks.” The social determinants of health contribute to wide health disparities and inequities in areas such as economic stability, education quality and access, healthcare quality and access, neighborhood and built environment, and social and community context (Healthy People, 2030). Nursing practices such as assessment, health promotion, access to care, and patient teaching support improvements in health outcomes. The social determinants of health are closely interrelated with the concepts of diversity, equity, and inclusion, health policy, and communication.

V5-16-22